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ABSTRACT

To investigate the extent to which Illinois gainful home economics cooperative education programs have contributed to the employability of graduates, questionnaires were mailed to 1969 and 1970 graduates seeking current employment status, ratings on the contribution of the training to specific employment competencies, current employer's assessment of graduate readiness in specific employment competencies, and necessary entry skills. Usable returns from 188 of the 691 graduates revealed that: (1) 62 percent were employed at the time of the study, (2) The most job satisfaction received was from working with people, while most job dissatisfaction was related to the job situation, such as working conditions, (3) Greatest training contributions were in the areas of getting along with people, using time and energy, and handling new or unpleasant situations, (4) Entry level skills considered important by employers were generally in the areas of personal factors, and (5) Initial adjustments to employment conditions, specific work tasks, and speed that comes with experience were identified as difficult areas. Sample questionnaires and other study materials are appended. (SB)

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A FOLLOWUP STUDY OF ILLINOIS HOME ECONOMICS JOB TRAINING PROGRAMS

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he Research reported herein was performed pursuant to a contract ith the State of Illinois, Board of Vocational Education and ehabilitation, Division of Vocational and Technical Education, esearch and Development Unit. Contractors undertaking projects nder such sponsorship are encouraged to express freely their ·ofessional judgment in the conduct of the project. Points of view or ɔinions stated do not, therefore, necessarily represent official Board of ocational Education and Rehabilitation position or policy.

STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
RESEARCH AND DEVELOPMENT UNIT

PREFACE

Education for males has enjoyed priority over education for females since the beginning of formal programs of education. Consider the small number of female legislators; the small number of female advisory council members at national, state and local levels; the small number of female decision-makers in the local school program. Perhaps it is natural for male decision-makers to be more concerned for the educational activities of males, than those of females. Conversely, one could conjecture that females would be more likely to speak up in favor of education for females. If this be true, then the number of females participating on decision-making boards and councils should more nearly represent the proportion of female students in the population and they should be expected to make valid contributions to deliberations.

Certain questions arise. Who is making the decisions? Is there a relationship between who makes the decision and what decision is made? Why does the female school drop-out rate rise more rapidly than the male drop-out rate? Why do we find more job training programs for males in schools with more females than males?

Does this problem involve male ambivalence in expectations for female roles? The man, as legislator, readily acknowledges the value of the contribution made by revenue from women's wages to the G. N. P. The same man, as husband, prefers his own wife not work, however. Though he is served food by the hand of a female waitress, and although his secretary is a woman, the same man, as father, does not envision his own

daughter in a career role; rather he is more likely to view her as bride and mother.

Similarly, the school board member whose wife is employed away from home, and who gives his money to a female bank teller, does not envision his own daughter in a career role. School girls are more easily cast in the homemaker role. Thus the idea of getting serious about providing training for a dual role of wage-earning and homemaking for girls in school is regarded lightly.

The authors of this report are extremely grateful, therefore, to Mr. Dees, Director, Department of Vocational and Technical Education, and Mr. Gray, Coordinator, Research and Development, for their foresight in recognizing the need for research and data on graduates of programs of education for females for realistic future roles.

Programs of job training in personal and public service occupations are considered realistic for females for the carry-over value of the knowledge and skills obtained. Women in dual roles use child care and food service job training in providing care and food for the family at home as well as for wage-earning.

The need for more programs has been identified. The need for a greater effort in investigating the effectiveness of such programs for improvement and expansion is acknowledged. The need for increasing financial aid for both program development and for research is evident as such education contributes to the G. N. P., to the supply of trained workers in the labor force, and, to the mental and physical health of every person in the state population.

This report is submitted to State Department of Vocational and Technical Education personnel, and others interested, in the hope

that the account of this investigation will stimulate interest and prompt the initiation of other studies pertaining to job training program effectiveness for graduates of those personal and public service programs which yield multiple returns for the investment.

Kathleen M. Howell
Project Director

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We are indebted to the teachers throughout Illinois who took the time to respond to the requests for names and addresses of program graduates. To the graduates and employers who participated in the study with the hope of contributing to future program improvements and expansion a great measure of thanks is expressed.

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ABSTRACT

A FOLLOWUP STUDY OF ILLINOIS HOME
ECONOMICS JOB TRAINING PROGRAMS

The study, the first of its kind in Illinois, was designed to test the use of certain procedures and instruments for examining selected aspects of programs of Cooperative Home Economics. The rationale for using evidence provided by graduates and employers on program weaknesses and/or strengths is supported by leadership consensus on the validity of such evaluative in-put.

The three major objectives identified for this study are: (1) to obtain data on the post-high school employment experiences of 1969 and 1970 high school graduates of Illinois Home Economics Cooperative Education programs with regard to current employment status, graduate ratings on the contribution of the training to specific employment competences, current employer assessments of graduate readiness in specific employment competences, entry skills considered important for employment according to employers; (2) to test a design and instruments for possible use in a statewide investigation of vocational education graduates; (3) to prepare a report of the findings including recommendations for leaders in the field wanting to obtain statewide data on program effectiveness.

The design of the study includes provisions for the development and pilot-testing of the instruments, identification of the graduate and employer populations, and the acquisition of data. Responses were

tabulated, summarized and analyzed for emerging patterns and implications for future program development.

The findings are reported relative to (1) a description of the study respondents, (2) the employment experiences of graduates, (3) sources of encouragement to enroll in programs, (4) contributions of training to competence in skills, adjustment, and obtaining employment according to graduates, (5) employer assessments of graduate preparation for entry employment in areas of competence, adjustment and personal characteristics, (6) areas of difficult adjustment in initial employment, (7) employment skills considered useful by employers, (8) recommendations for program improvement according to graduates and employers, and (9) the use of the instruments and the research design.

CHAPTER I

COMPENDIUM

This compendium is to facilitate the reader in quickly perusing salient findings of the study. Implications and recommendations are presented in this chapter.

Findings in Brief

Of the 188 survey graduates, 62 percent were employed at the time of the study. Fifty-five percent of the graduates trained in multiple areas of Home Economics cooperative education, 50 percent of the food service trainees, 25 percent of those trained in child care services, and 24 percent of those trained in all other Home Economics areas were found to be employed in training-related jobs. An additional 27 percent of the sample had worked in jobs at some time since graduating from high school, although they were unemployed at the time of the investigation. Eleven percent of the sample had never been employed since graduation from high school. Twenty-two percent of the participants were not seeking employment at the time of the investigation while 16 percent of the unemployed graduates indicated being not able to obtain jobs.

Of the total sample, 51 percent of the graduates were employed in full-time jobs and 11 percent were working part-time. Sixty percent of the graduates in part-time jobs indicated that the part-time job was all of the work they desired. Reasons given for part-time employment preference were related to school enrollment or family responsibilities.

Of the 167 graduates employed since graduation, 16 percent had been employed in one job. The others reported having had job tenure of 1 week through 19 months. Approximately 50 percent of the reasons given for leaving jobs are related to (1) low pay; (2) entering school; and (3) job ending. Twelve percent of the female graduates left jobs when they married and 21 percent of the graduates quit for reasons identified with unsatisfactory work conditions. Only four graduates indicated that they were dismissed from a job.

Twenty-four factors were identified by the 11 percent of the graduates never having been employed since high school. Of these factors, 16 were reasons for not seeking employment and 8 were related to inability to obtain employment.

Graduates indicated that the most job satisfaction received was from working with people (51 percent) while most job dissatisfaction was related to the job situation, such as, specific work tasks and working conditions (54 percent).

Graduates generally found the program to have prepared them for employment. It was indicated that the greatest training contributions were in areas of getting along with other workers, patients, and customers; using time and energy; and handling new or unpleasant situations.

Employer assessments of graduate readiness for job entry indicate that job training contributed to graduate employability. Thirteen of fifteen aspects of employment were rated from 3.5 to 3.9 on a 4.0 scale. Attendance (3.9), accepting advice and supervision (3.9), and cooperativeness (3.9) were rated highest. Dependability, adaptability, appearance, service to public and patient, safety orientation, and

ability to meet quality demands were assessed at 3.7 for program graduates. The students were found to be somewhat prepared in aspects of initiative and technical knowledge and skill.

The entry level skills considered important by employers were generally in areas of personal factors. Ability to get along with others, and personality traits of initiative, cooperativeness, honesty and concern for others were mentioned most frequently.

Students indicated the Home Economics teachers were the greatest source of encouragement to enroll in the job training program. Guidance counselors were identified by 15 percent of the graduates as having encouraged enrollment.

Initial adjustments to employment conditions, specific work tasks and speed that comes with experience were identified most frequently by graduates as difficult areas.

Graduates seemed generally pleased with the training received. Thirty-two percent of the graduates indicated no changes were needed. More employment experience and related instructions were most frequently mentioned by the remaining graduates.

Employers indicated training should emphasize developing in students positive attitudes toward work, learning and supervision. Other skills identified most frequently related to developing human interaction skills, such as, relating to other workers and the public served.

Difficulty was experienced in obtaining names and addresses of graduates. Teachers in only 44 of the 233 schools identified by the D.V.T.E. Personal and Public Service Occupations Unit personnel as possibly having Home Economics cooperative programs indicated they had such programs and provided names and addresses of graduates.

Of the graduates contacted by mail, 222 returned questionnaires. Fifteen percent of the returned instruments were received from graduates of years other than 1968-69 and 1969-70 or were from graduates of occupational programs other than Home Economics. Study results are based on 188 usable returns.

The proportion of employers participating in the study was 68 percent. Little difficulty seemed to be experienced by employers in completing the questionnaire.

Minor changes have been recommended for future use of the graduate instrument.

Implications

1. Personal and Public Service Unit Consultants of the D.V.T.E. were unable to identify Home Economics Cooperative Programs. A list of 233 schools having preparatory and/or cooperative personal and public service programs was provided. Letters were sent to teachers in the 233 schools seeking information concerning type of program and names and addresses of cooperative graduates. While personnel in 63 percent of the schools contacted responded to the request for information, teachers in only 44 schools indicated they had the specified program and provided names and addresses of graduates. With the present thrust in programs of preparation for Home Economics occupations the small number of schools identified in this study as having program graduates must be questionned.
2. Figure 1 (page 45) illustrates the geographic distribution for Illinois Home Economics Cooperative programs in which graduates in this project were enrolled for job training. An examination of the chart reveals heavier concentrations of programs in east-central, and in northeastern parts of Illinois. Information is needed to identify factors

related to the influence of Home Economics teacher educators in respective state institutions on: (1) the initiation, development, and expansion of programs; (2) negative or positive attitudes of teachers toward Home Economics cooperative programs; (3) attitudes of teachers willing, and those not willing, to participate in evaluation projects.

3. The question as to why there are more programs in some sectors than in others remains unanswered. The relatively high density for programs in north-eastern Illinois may relate to the fact that there is a high frequency for schools in the upstate region. Why there should be an equal number of programs with teachers willing to participate in evaluation in the east-central region where there are fewer schools is a question which should be investigated.
4. Addresses provided for many graduates were not usable. It seems many schools have not made provisions for maintaining current addresses for graduates. As followup of graduates is a requirement written into the State Plan (27) for reimbursed programs, how can this be? The experience of obtaining names and usable addresses of Illinois Home Economics Cooperative graduates for use in this investigation indicates that there seems to be no effective system for implementing a state-wide followup of graduates.
5. Only 34 percent of the graduates having received questionnaires responded. Can program effectiveness be assessed from such a small sample?
6. Effective efforts to evaluate cooperative program production cannot be a haphazard operation. A systematic approach must be designed, developed, implemented, tested, revised, and continually refined by

a staff of evaluation specialists retained for this purpose, if evaluation is to be valid, reliable, useful for program upgrading--if it is to be comprehensive and sustained. Long-range studies are eminently important in relating post-high school performance to high school program influence.

7. An implication in regard to the use of federal money is that graduates of cooperative programs are contributing to the labor force. Of the 188 graduates in the sample 167 have contributed approximately 3,000 work months to the labor force. Measurable indexes such as number of jobs held, total months and years of work contributed to the labor force provide valid evidence of economic return for federal fiscal aid and should be noted in a comprehensive evaluation of program effectiveness.

8. Of the 188 participants in this study, 16 percent currently wanting employment are not able to obtain jobs. The data obtained is insufficient to determine whether the proportion of graduates available to the labor force are not working because; (1) the program did not prepare graduates for occupations currently in demand; (2) schools failed to provide assistance in locating job opportunities; and/or (3) programs failed to adequately prepare these youth for employment.

9. More graduates trained in multiple-training areas (55 percent) and/or trained in food service (50 percent) appear to be in training-related jobs than do graduates of the child care training (25 percent) programs. It would appear that more data are needed to determine reasons why higher rates of graduates are not to be found in jobs related to training and if training in broader

occupational areas is more apt to insure employment in related jobs. With a rising concern for the welfare of children and a documented increase in the labor force participation of mothers it would seem that workers trained in child care would be in demand. It would seem imperative that reasons be identified for this apparent discrepancy.

10. One hundred ninety-five jobs have been left by 140 of the respondents. Approximately 21 percent of the jobs left were left because of low pay. There is the need for further information to indicate whether (1) students do not grasp the relationship between entry-level employment and career development; (2) students do not understand the salary or wages for entry-level jobs; or (3) the training being provided is leading to dead-end jobs.

11. Regarding those students "never having been employed" since high school graduation, investigators need to take into account the differences between life styles and work patterns for women, and those for men, in order that life-style aspects for females not be construed as program failure. Females characteristically marry and begin families shortly after graduating from high school. (The median age for first marriage has fallen from age 20 to age 18). Some married, pregnant females are not to be found working when one- and two-year post-high school investigations are conducted. Studies of women's work patterns reveal that these same women will be found in the labor force after baby's birth, after infant is six-months old, or after child is in school. Life styles and work patterns for females need to be taken into account in designing and interpreting investigations assessing the effectiveness of education for females.

12. Responses pertaining to job dissatisfaction imply the need to identify changes in status definitions for jobs currently included in the list of low-paying jobs such as some in food service and child care careers. The urgent need to upgrade pay and status to attract competent employees in child care and food service occupations is supported by the continually rising demand for trained workers in the area.

13. Teachers need to assume the initiative for finding out the desirable and undesirable aspects of jobs available to their students in order to provide instructions on such matters prior to student entry into the job.

14. While it is indicated in the State Plan (27) that vocational guidance was available to at least 60 percent of the vocational students, only 15 percent of the respondents identified guidance counselors as having encouraged enrollment in the programs. In addition, 75 percent of the graduates gave reasons for not being employed in training related jobs which could be related to a lack of comprehensive guidance activities. Clearly guidance services need to be augmented.

15. The pursuit of additional schooling was identified by 44 or 24 percent of the graduates. Data is not sufficient to identify the type of post-secondary schooling taken. With the trend toward a higher level of educational attainment (according to 1970 census figures 12 years is the median educational level of American workers), is 23 percent, the proportion found continuing in post-high schooling an accurate reflection of the educational pursuits of Illinois Cooperative Home Economics graduates?

16. Some aspects of contributions of the training programs to graduate

competence in getting a job, adjusting to the work, and performing technical skills were examined in this study. There is a need to identify a variety of alternate contributions being made by occupational, vocational, cooperative, and other work experience programs, in order to completely document the full measure of the services being purchased through the use of federal and state funds.

17. Data obtained strongly indicate that graduates believe the training was helpful in personal and performance factors in employment.

18. Employers responding in this investigation rated the employed graduates as well prepared for employment.

19. It appears as though the instruments were useful in obtaining the information sought. One minor change in terminology and the addition of possibly two items for "currently unemployed" graduate response to information sought relative to reasons for not working in the field for which trained would seem to be indicated. Both graduates and employers seemed to be able to use the rating scale without difficulty.

20. This project did not include a cost-benefit analysis on program output in relation to financial input. A systematic approach in the evaluation of cooperative program effectiveness should include an analysis of educational job training costs as compared to the costs for institutionalized confinement, correction, and rehabilitation for large numbers of youth and adults, females and males, entering the public schools, and leaving without a salable skill. Such data are considered valuable in the struggle for obtaining increasing amounts of federal financial assistance.

Recommendations

For the Program Approval and Evaluation Unit

1. The need for certain data on the post-high school employment experience for graduates could be met by identifying specific procedures required to be implemented in conjunction with each reimbursed occupational education program.
2. Provisions for the reimbursement of any particular vocational program ought to include evidence that specific personnel are implementing an employment placement program. Creative and innovative approaches including the use of auxiliary personnel and/or the application of the differentiated staffing technique in providing placement assistance should be encouraged and the subsequent effects evaluated.

For the Special Programs Unit--Division of Guidance

1. Specific steps need to be identified to enable school administrators and teachers to implement the provisions in the State Plan (27) with regard to the career development orientation of present students in grades seven through ten.
2. It is strongly recommended that immediate steps be taken by D.V.T.E. Division of Guidance and Counseling to provide state-wide in-service training sessions for school counselors, during the autumn months of 1971, emphasizing the importance of identifying the interests and abilities of all 1971-72 sophomores, freshmen, eighth and seventh grade students for the purpose of matching career plans and choices to capabilities.

For the Research and Development Unit

1. Personnel who are evaluation specialists need to be identified to

develop and implement plans for a systematic approach to continuous and comprehensive evaluation if valid, reliable data are to be obtained and used in the improvement of programs.

2. School personnel must be directed to accept responsibility for instructing job training students on the importance of participating in followup studies. It is recommended that a sample questionnaire representative of a type which might be used for followup data be completed by the students in related instruction as preparation for the experience.
3. It is urged that steps be taken by D.V.T.E. staff in Research and Development to assume responsibility for the development and early distribution of copies of a questionnaire for followup data for instructional use.
4. Research to determine if cooperative Home Economics program graduates desire or are able to obtain training-related jobs should be encouraged and supported at the state level.
5. Personnel identified to design and implement long-range evaluation projects should include provisions for identifying ancillary or contingent benefits for graduates of the program such as self concept and/or self-confidence changes; standard of living changes; other social gains such as those in reducing penal, crime, or corrective expenditures; reduced poverty indexes and/or rates; and other effects which can be related.
6. A comprehensive evaluation program will include long-range investigations to determine relationships between crime and delinquency rates for job-trained and for non-trained youth 14 to 18 years of age.

7. It is recommended that long-range studies include plans for examining changes in career advancement patterns and achievements by age of graduates at specific time intervals after graduation as such can be related to occupational and vocational education.

CHAPTER II

THE PROBLEM

The task of assessing the effectiveness of various aspects of programs of Home Economics Education in public schools in Illinois is central to the concerns of leaders in the field. The study reported in this document was designed to examine selected outcomes of programs of Cooperative Home Economics. If program assessment and improvement are to be implemented, there is a need for the kind of information on the appropriateness of the employment preparation of youth that was sought in this study.

Statement of the Problem

It could be said that at least two converging social conditions have had an influence on the upsurge of interest and concern in occupational education. One condition is related to the high rates of unemployment existing amid shortages of skilled and technically trained manpower. Another is a rising national concern for increasing incidences of poverty. In examining causes of poverty, it was found that such factors as part-time employment, irregular employment, unemployment, underemployment, lack of entry-level employment skills, and discouragement were related to low-level earning power. Studies showed that low-level job skills and education were correlated with these types of employment problems. (10:169)

Alternate approaches in attempts to alleviate the human misery

and degradation related to involuntary poverty would tend to indicate a choice between public education and public aid. Will the product of the schools be tax consumers or tax producers? There are those who prefer the preparation for employment alternative and the opportunity to use such preparation in a productive way.

A concomitant concern is the rising national awareness that the majority of young people were being poorly prepared by schools to assume productive places in the labor force. According to Venn:

> Despite propaganda about the importance of staying in school... the system loses 35 percent of its enrollees during high school, then 45 percent of its high school graduates, and finally 40 percent of its college entrants. "Lack of interest" is by far the most frequent reason they give for leaving, because they do not fit into the present college-track plan of education. (36:2)

These "push-outs" attempt to enter a labor market from which low-skilled jobs are rapidly disappearing. At the same time manpower shortages in skilled, technical and semi-professional occupations exist and a rising rate of youth unemployment and accompanying problems or underemployment cause concern.

Statistics on public school enrollment in Illinois indicate that sometime during the twelve year period between 1957-1958 and 1968-1969, 61,096 or 33 percent of the first grade students enrolled in 1957-1958 terminated their education prior to high school graduation. (15:333; 26:50) Figures for secondary graduates in 1958-1959 show that 49,507 or 41 percent of those enrolled in first grade in 1947-1948 did not graduate. (14:346; 16:439) While the percentages of dropouts for the ten year period decreased, the number of those terminating their education early increased. The number of secondary graduates rose from 72,135 in 1959 to 124,352 in 1969.

President Kennedy, in 1961, directed the Secretary of Health,

Education, and Welfare to appoint a panel of consultants to review and reevaluate vocational education.

Vocational education, funded by the United States Congress through the Vocational Education Act of 1917 and subsequent ammendments, was conceived as a function and responsibility of public education and was created to provide an educated labor force. The Panel of Consultants found that 80 percent of high school youth were being poorly prepared by the schools for entry into the world of work. (24:3) The panel indicated that two principle failures of vocational education were that programs did not keep up-to-date with changes in the labor market and did not meet the needs of various segments of the population. Many programs of vocational education had become obsolete. (24:204-216)

The Vocational Education Act of 1963 provided funds for the expansion of existing programs and for the development of new programs of occupational preparation. The intent was to provide training for all youth and adults who can profit from or benefit by such education.

The President's Panel identified the following weaknesses in programs of vocational education: (1) most schools did not provide placement services or have a program of systematic followup of students after graduation or placement; and (2) research of an evaluative type, fundamental to development, had been neglected. The panel found that little evidence had been gathered on the effectiveness of the instruction given. It also noted that an inadequacy of program statistics was reported by the 1938 Advisory Committee on Education. (24:206-214)

The authors of the 1963 Act provided for the establishment of a Vocational Education Advisory Council such members to be appointed every five years to evaluate progress toward the goals of the legislation and

recommend administrative and legislative improvements.

Members of the first National Advisory Council, reporting in 1968, found a very limited amount of data available for use in program evaluation at all levels--federal, state, and local. Special preparation for evaluation for future Advisory Councils was recommended. In view of criticism of vocational programs for failure to respond to changing manpower needs, a systematic approach for evaluation was to be encouraged.

In the Annual Report on Vocational & Technical Education for the fiscal year of 1968, it was reported:

> Combined federal, state, and local investments for vocational education approached $1 billion for programs serving over 7 million persons. Such a high investment in public funds carried with it a concomitant requirement for a high degree of accountability on the part of all concerned. (35:83)

A problem identified by the National Advisory Council in the development of a program evaluation system was the lack of criteria, techniques of evaluation and instruments for evaluation. A similar problem exists for Home Economics programs in Illinois. Since there has been no statewide followup of trained graduates there is no such data on program effectiveness in the State of Illinois available to planners of Gainful Home Economics programs. It was for the acquisition of information on graduates and programs as well as on the instruments and a research design use that this study was initiated.

Objectives of This Study

This study was designed to determine indications of the effectiveness of 1968-1969 and 1969-1970 Illinois Home Economics Job Training Programs. Questionnaire data obtained by mail from graduates and from their employers or supervisors were examined for emerging patterns. Recommendations derived from the findings of the study are

to be made available to vocation educators and others.

Three major objectives have been identified in this study.

1. To obtain data on:
   a. The proportion of job training graduates who (1) are currently employed, (2) are currently employed in training-related jobs, (3) were employed at some time since graduation, and (4) have never been employed since graduation.
   b. The proportion of graduates employed part-time and full-time and the length of time spent in each job.
   c. Factors associated with never having been employed, part-time employment, job mobility, job satisfaction and job dissatisfaction.
   d. Indications of contributions of the training to graduate's competence in employment acquisition, technical skills, and adjustment.
   e. Readiness for employment as evidenced in relation to technical skills, adjustment, and personal characteristics according to employers.
   f. Entry level skills considered important by employers.
   g. Sources of encouragement to enroll in the program.
   h. Occupational adjustment problems of graduates entering employment.
   i. Indications of strengths and/or weaknesses of the job training program.
2. To test a design and instruments for possible use in a statewide investigation of vocation education graduates.
3. To prepare a report of the findings including recommendations for leaders in the field wanting to obtain statewide data on program effectiveness.

Rationale

The decision to use the followup study technique to assess aspects of Cooperative Home Economics Programs relates to the consensus on the value of graduate and employer feedback. Reports on vocational education evaluation indicate that followup data on subsequent employment of graduates, graduate opinions on the helpfulness of the training received, and employer assessments of graduate employment readiness, are often used as indications of instructional effectiveness.

The National Advisory Council reported:

> The best information on the adequacy of a vocational education program comes from the followup of the student who is placed on a job. Research indicates clearly that the most successful vocational programs are those which assume responsibility for placing their graduates and thus get feedback on their strengths and weaknesses. The vocational placement officer, the student, his employer, and his fellow workers know the strengths and weaknesses of the program . . . . If the graduate cannot be placed in the field for which he is prepared, something is wrong . . . (8:54-55)

In the Annual Report on Vocational and Technical Education for the fiscal year 1968, state reports were beginning to reflect a tendency to measure program effectiveness at all levels. One of the primary steps in building an effective system of evaluation was a careful followup of graduates of vocational education programs with several states reporting efforts to improve their methods of followup. The State of Washington reported that evaluation based only on subsequent employment of program graduates without giving consideration to the direct contribution of the training to employment should not be accepted as the sole reliable index of the success or failure of the program. (35:83-85)

According to A Research Model for Curriculum Development in

Vocational/Technical Education, "Vocational-technical education is predicated on the assumption that a basic purpose of the curriculum is to insure gainful employment in a specific or related occupation." (23:35) Programs based on this assumption can best be evaluated by followup. There is a need to contact former students to determine if they are working in the occupation for which they were prepared, or in a related area, to check on the relevance of course objectives, and to identify needed program modifications. "A vocational-technical curriculum is effective to the degree it prepares students for entering a variety of educational and/or occupational options, for securing and holding jobs and adjusting to changing job requirements." (23:35)

As National evaluative data are to be obtained for the fiscal year of 1971 and such data made available to members of the Advisory Council, it seems imperative that an exploratory study testing procedures and instruments of use to the State of Illinois and other personnel be done.

In the span of time since the Vocational Amendments of 1968 which provided additional appropriations for occupational training, many reimbursed Home Economics Job Training Programs have been initiated in Illinois. Many schools will initiate programs of Cooperative Education in the school year 1971-1972. Since graduates of such programs offered in 1968-1969 and 1969-1970 have had the opportunity for entry into the labor force there was a need for information on the contributions made by the programs to the employment competences of graduates.

Definitions

Cooperative education or job training in Gainful Home Economics- A secondary school course for students who, through a cooperative arrangement between the school and employers, receive instruction,

including required academic courses and related vocational instruction by alternation of study in school with experience on a job for which wages are paid by the employer in an occupational field utilizing home economics knowledge and skills. The in-school and on-the-job experiences must be planned and supervised by the school personnel and employers so that each contributes to the student's education and employability.

Cooperative education or job training graduate--A 1968-1969 or 1969-1970 high school graduate who successfully completed a Cooperative Home Economics Education program.

Summary

The purpose of this study was to investigate the extent to which Illinois Gainful Home Economics Cooperative Education programs have contributed to the employability of the graduates. The technique of assessing post-high school experiences of graduates via followup studies is believed to be an essential part of a complete system of evaluation and is considered a useful method for obtaining information on the strengths and weaknesses of programs. Recommendations based on the findings are made to facilitate development and expansion of programs of employment preparation for high school youth.

CHAPTER III

REVIEW OF LITERATURE

In perusing literature in search of studies pertaining to Vocational Home Economics Cooperative programs, few were to be found. Reports of studies or procedures for evaluating such programs appear even less frequently. In separate studies, Flanegan (10) and Nelson (21) found a dearth of information on whether students who had taken gainful cooperative classes were pleased or disappointed by their experiences as few had been made. There seems to be a need for data in many aspects of Vocational Home Economics evaluation.

In this chapter literature relative to Home Economics Education for a changing world or work, the potential of cooperative education keeping abreast of labor market changes and meeting initial career development needs of students, the contribution of vocational guidance to occupational choice, and various uses of followup studies in program evaluation will be reviewed.

Home Economics Education for a Changing World of Work

Technological developments tend to be accompanied by changes in job opportunites. A new machine or newly automated process may require new work skills, eliminate some and create other occupational fields.

Studies of specific instances of technological change tend to show little decrease in the number of workers needed and often results in increased employment. Changes that occur are usually in the occupational

composition of employment. Advanced, complex changes often bring about mass displacement of unskilled workers and open up opportunities for professional and technical personnel. (31:155-57)

Rice generalized that the trends in occupational change between 1960 and 1975 will be for faster-than-average growth in manpower need in white collar and service categories, average growth in skilled occupations, slower-than-average in semiskilled, no change in unskilled occupations and further decline in farming occupations. (25:228)

Data reported in the 1969 Manpower Report of the President documents occupational changes occuring during the years 1961-1968. Occupational groups experiencing the greatest growth were professional and technical workers, clerical workers, and service occupations. Blue-collar workers experienced a 20 percent resurgence of employment due to expansion in manufacturing. Employment in unskilled and farming occupations decreased. (31:37-39)

U. S. Department of Labor projections for the years 1968-1980, based on a continuation of the present rate of expansion, indicate that employment in professional-technical and service categories will far out-distance growth in other categories. Most of the growth for professional and technical workers will be experienced in semiprofessional, technical and highly skilled occupations. Clerical and sales categories will continue to experience a 30 percent increase and manager and proprietors, skilled and semi-skilled blue-collar categories will increase 20 percent. Employment in unskilled occupations is expected to show little change and the need for farm laborers is to continue to decrease. (33:16)

In March of 1968 the median years of school completed by workers in each occupational group, according to data recorded in the 1969

Statistics on Manpower, were: Professional and technical workers--16.3; managers, officials and proprietors--12.7; clerical and sales workers--12.6; craftsmen and foremen--12.0; service workers other than private household--11.5; semiskilled operatives--11.0; unskilled laborers--9.8; farmers and farm laborers--9.1; and private household workers--8.9 years of education. (34:40)

If these trends continue, young workers will find the most opportunities for employment either in the semiprofessional, technical and highly skilled occupation for which 12+ to 16+ years of education will be necessary or in service occupations which will require 12 years of education. Those categories requiring the least years of educational attainment are decreasing.

As previously indicated the number of youth graduating from Illinois public high schools has risen. Bureau of the Census projections indicate a continuing rise in number of youth in the 16 to 19 year age bracket through 1980. (34:77) The labor force participation of youth in this age group has remained relatively unchanged in recent years despite the increasing number of young people reaching working age. (30:112)

Unemployment data, provided by the 1968 Manpower Report of the President, indicate that the groups most affected by unemployment are the young, the poorly educated, the unskilled, older workers and minority groups. (30:18)

Clark and Sloan report that the majority of high school students expect to be able to obtain the knowledge and skills for successful employment and see this as the major purpose of their schooling.

> Workers, particularly those in the lower age bracket, it seems do not possess the skills necessary to qualify them for the jobs that are available. The reason for this is that the American school

> system is not teaching enough of these skills to enough persons, and, in schools where vocational skills are taught, they are too often not the kind in current demand. (5:144)

According to Havighurst and Neugarten, a projected figure for the number of young people under 25 years of age who will enter the labor force between 1965 and 1975 is 30 million. Of these, 10 million or 33 percent will have had some college courses and another 11 million or 37 percent will complete high school. The 9 million or 30 percent not completing high school will lack the knowledge, skills and maturity to make themselves employable. (12:326) Dees observed, that a basic problem of technological change is that there are "no want ads for the unskilled." (6)

By the end of the 1970's, while we will have an increase in the number of unprepared people, the number of unskilled jobs available to these least trained and prepared for occupations is approximated at 5 percent of the total number of jobs available. By the year 1980, jobs for professional and technical workers will far outdistance those available for the skilled craftsman. (17:90-91)

Many unprepared youth finding employment in low-skill, low-paying jobs will be classified as sub-employed. The sub-employed by definition are "workers employed 15 or more weeks during the year and those who made less than $3,000 for year-round, full-time work." (30:34)

Another problem, that of underemployment, exists for many terminating their education before or with high school graduation, those dropouts from four-year colleges and graduates of junior college academic programs. Venn indicates, these young men and women typically enter the labor market at a skill level incompatible with aspirations and potential. (36:13)

The Task Force on Education, charged in 1965 with considering long-range goals for education in Illinois, recommended that:

> An individual should not be allowed to drop out of high school or an educational program of equivalent rank unless the person has attained a skill for entrance into an occupation. This requirement may be met in a work-study program of a regional vocational center or other recognized educational system. (28:197)

According to Byrd, one of the long-range predictions which has implications for Home Economics is believed to be that unemployment will be a major problem for the unskilled. Advanced technology will leave few work opportunities for the unskilled and will render many skills obsolete. (3:413)

A second consequence of technological change is that in a rapidly changing industrial society the chances for individuals to make several job changes are increasing. The young worker entering the labor market today can expect to change jobs six or seven times during a work-life expectancy of 43 years. (32:18)

Clark observed that a rapidly changing environment shortens the time between present competence and future potential incapability. (4:194-195) Technological and economic progress require adaptability. While appropriately prepared persons may be highly adaptable, the need for continuous learning will become universal. Programs must prepare youth for and emphasize coping with change. (8:62-63)

Venn believes, flexibility becomes a factor in the school's response to preparing youth for a life of continuing occupational adjustment through continuing education. (36:26)

Because of the rapidity with which skills become obsolete, workers may have to submit to retraining several times during a working lifetime to be brought up-to-date in their own occupation or enable

them to do a different kind of work. Since, from a psychological point of view, the concept of rescuing workers from the industrial scrap heap and administering first aid is distressing, Entwistle suggests a concept of occupational reorientation less damaging to a person's self respect should be sought. He suggests that the need for retraining stems from initial training in a narrow range of manual skills peculiar to a particular industrial complex. Initial technical education should enable learners to obtain skills for adaptability and attitudes facilitating continuous learning. Technical competence should be developed in a wide range of fundamental skills. (7:68-77)

Differences exist between the life styles and work patterns for women, and those for men. Females characteristically marry and begin families shortly after graduating from high school and many of these will not be found working immediately after high school. Studies of women's work patterns reveal that these same women will be found in the labor force later. (39:32-33) Mather expresses the concern that while women tend to move in and out of the labor force as family responsibilities change, it is doubtful if they will be able to drift in and out as they once did. Training becomes obsolete, automation changes jobs, and new needs are constantly arising. Youth should understand the importance of on-going education in the modern world. It is futile to believe that what one learns before leaving formal schooling will be adequate for one's lifetime. This is true whether it be at the grade 12, 14, B.S., M.S. or Ph.D. level. (20:230-32)

Bird asserts that measurable data--vital statistics, education, and job patterns--indicate that women will increasingly spend more years in the labor force and a majority of women will work at every age

between 18 and 60 except during the child-bearing and child-rearing decade. The vital statistics of birth, marriage, and death are changing to give women more years of life during which they are not bearing or rearing children. Nine out of ten women will earn at some time in their lives and many will work for the experience of employment itself. More women will respond to the 'pull of the job'. Because earning power is dependent upon the amount and kind of education attained, more women than ever before are staying in school through high school and even beyond. (38:184-188)

Because youth must prepare for employment in a changing world of work and it is difficult to predict the occupational opportunities which will be open, Brown suggests that the implications for Home Economics Education related to the changing nature of work are broad. If students are to be prepared for the future, they will need an educational background for continuous learning. They must learn to learn. Because there will be a continuing need for professional, technical and service workers, the Home Economics profession needs to identify technical, semiprofessional and service level occupations in the field. (1:33-35)

Mallory substantiates this with the following observation. As the ratio of supportive, maintenance, and similar types of auxiliary staff to professional staff has changed, there is a need for much more work on defining career opportunities along a career ladder in various areas of Home Economics. A concomitant consideration is the possibility of preparation in a "cluster of family" jobs to provide for greater job mobility. (19:325-330)

In attempting to summarize the findings from literature on the changing nature of work, several premises seem to emerge. Technological and economic developments creating changes in the labor market character-

ize the present nature of work. These trends can be generalized as: (1) elimination of unskilled job opportunites; (2) a rising level of educational attainment needed by workers; (3) an increasing number of youth available to be trained for the labor market; and (4) the need for periodic retraining created by the rapid obsolescence of some skills and/or jobs.

It would appear that programs of Home Economics occupational education should prepare workers who are adaptable to change and understand the importance of on-going education. Students should be aware of the alternatives available and should be encouraged to remain in the educational system until they have obtained a salable skill consistent with potential and/or aspirations.

That there is a need to re-define career opportunites providing patterns for advancement in various areas of Home Economics becomes increasingly evident.

The Potential of Cooperative Education

Evans reported that the National Advisory Committee found formal instruction and on-the-job training combined in the part-time cooperative program to be an effective vocational education program. This type program yields high placement records, high employment stability, and high job satisfaction. Students cannot be provided on-the-job training faster than they can be placed and the number of youth trained is limited by the number of training stations made available by the employers. Needs and interests of students are met through an opportunity to earn pay and test their learning in real life situations. (8:53)

As indicated by A Guide for Cooperative Vocational Education, advantages of cooperative education relative to needs and interests of

youth are:

1. Students have the opportunity to learn skills on real jobs under actual working conditions.
2. Students are able to identify with the world of work.
3. Students make the transition from school to work gradually under the guidance of a teacher-coordinator.
4. Students receive direct on-the-job contact with professionals.
5. Students are able to apply occupational learnings in a job situation and return to the classroom for analysis and group discussion.
6. Cooperative education enables some students to stay in school who would otherwise drop out to seek employment.
7. Students are able to observe and assess the importance of personal traits necessary for employment.
8. Students have an opportunity for occupational tryout useful in making career decisions. (29:2-8)

Based on subsequent employment after graduation, statistics provided by the Illinois Vocational and Technical Education Division indicate that 96.7 percent of vocational education graduates available for employment were employed. (27:19) However, no statewide data are available on employment one and two years after graduation for Home Economics Cooperative enrollees. What proportions of graduates are employed? Did the training contribute to their employment competences?

Cooperative Education programs feature built-in manpower controls and enable the school to provide expanded training:

1. The number of persons training for an occupational field is limited to the number of available training stations.

2. Cooperative education consistently yields high placement records, high employment stability and high job satisfaction.
3. The employing community provides part of the costs of education enabling the school to provide expanded occupational training.
4. Curriculum revision is more rapidly reflective of current occupational requirements. (29:2-8)

Provisions have been made for identifying relevant instructional needs in this study. Employer identification of skills considered important for entry-level employment and recommendations for program improvement based on observations of employed graduates will assist teachers in planning instructional activities reflective of occupational requirements.

Advantages of cooperative education for students can be summarized as: students are involved in the real world of work; individual qualifications for subsequent full-time employment are built; financial needs are satisfied enabling some potential dropouts to remain in school by the provision of wages; and career decisions are stabilized, adjusted or redirected as the result of exposure to an occupational field.

Neighborhood Youth Corps experiences in providing work experience to stimulate motivation to work and provide orientation to the world of work for disadvantaged youth indicate an effective situation is one where there is: a definite job to do, definite supervision, definite training, a chance to grow in the job situation, and a feeling that useful work is being done. (9:105)

The concept of cooperative education would seem to have some features reflective of changes in the labor market. Appropriately admin-

istered programs, combining work experience with formal education, provide students the opportunity to acquire employment attitudes, knowledge, skills and experience. The use of facilities and resources can be extended through cooperative arrangements of educators and businessmen. The occupational curricula can be designed to correlate skill and manpower needs in various occupations.

The Contribution of Vocational Guidance

Members of the National Advisory Council stated that vocational guidance and vocational-technical educational are interdependent. One needs the other. Each ceases to be effective if the other is left out, is inadequate, or is of poor quality. Although vocational guidance is being recognized as essential in the process of preparing for successful employment, it does not occur for the great mass of non-college-bound students. (11:153-154)

Venn believes that sound occupational choice is made in direct proportion to information, guidance, and opportunity available to the individual. The right to choose an occupation does not assure that a good choice will be made unless there is a basis for judgment. Failure to provide occupational guidance to youth represents a waste of manpower. For too long, choice of occupation and therefore choice of occupational preparation has been left to chance. (36:159-160)

Vocational guidance is an essential element of cooperative education. Students need, prior to entering cooperative programs, information about their vocational needs and the various educational programs which will fulfill these needs.

The Illinois Task Force on Education found that few students receive competent counsel about employment opportunities and appropriate

methods of employment preparation due to a shortage of vocational counselors in public schools. Factors contributing to this shortage were believed to be: (1) a de-emphasis in counselor education programs in universities and in the administration of guidance services at the federal and state level; (2) failure to incorporate vocational guidance as a part of school guidance services; (3) lack of training for guidance personnel in vocational aspects; and (4) lack of time and opportunity for teachers or counselors to up-grade knowledge of occupational fields. (28:50-51)

The Task Force recommends that schools place as much emphasis on counseling, preparing, and assisting students to find employment as is given to comparable activities for students seeking admission to an institution of higher education. (28:197)

One of the vocational education objectives for secondary education in A Proposed State Plan for the Administration of Vocational and Technical Education in Illinois, June 1970 is to raise the percentage of schools with guidance services available to vocational students from the current 60 percent to 100 percent by 1975. (27:19)

A pamphlet distributed by the Illinois Division of Vocational and Technical Education identifies five areas of vocational guidance activities which are to receive active support:

1. Identifying individuals needing vocational education and encouraging their enrollment in vocational curricula.
2. Providing individuals with information helpful in making an informed occupational choice.
3. Assisting and supporting students while they pursue a program of vocational instruction.
4. Aiding graduates and others in vocational placement.

5. Initiating and implementing followup procedures to determine the effectiveness of the vocational instruction. (37)

Vocational guidance activities assist youth to identify personal strengths and limitations, choice available, opportunities open and required qualifications; make decisions based on information; and to take action on plans developed.

Various Uses of Followup Studies in Program Evaluation

As few studies have been made exploring the experiences and evaluations of young people having taking gainful employment courses, Flanegan and Ridley suggest that one of the tasks seen for future program development is the followup of students at three, five and seven year intervals. This will enable Home Economics courses for gainful employment to be changed from a legal directive into courses with substantial vocational outcomes. (10:363-365)

According to Byram a followup study can reveal:

1. The number of graduates who became employed in jobs for which they were trained.
2. The degree of difficulty or ease of obtaining employment.
3. The names of employers which might be added to a list of possible places of employment.
4. Job titles and job descriptions as perceived by employees.
5. Working conditions encountered.
6. The value of vocational and academic courses in securing a job, and in performing the duties of it.
7. Specific training and education shown to be needed by future employees. (2:39)

This study was designed to reveal some aspects identified by Byram: the number employed in training-related jobs, the value of vocational courses in job acquisition and performance, and training shown to be needed by future students.

Aspects of the utilization of followup information and data as reported by Byram are:

1. The data provides information on the needs of business and industry.
2. Data for use in modifying high school curriculum.
3. Characteristics desired in employees.
4. Data useful for guidance and counseling personnel in matching traits in predicting success or failure in the world of work.
5. Insights into employee mobility, the adequacy of the training program and the placement services.
6. Data for examining the effectiveness of the program within the business community.
7. Information regarding additional education and training needs of employees. (2:41)

The report of an investigation by Kaufman and Lewis exploring aspects of vocational education in three Pennsylvania cities showed that data was obtained on the following questions:

1. To what extent has vocational and technical education penetrated the school enrollment?
2. What adjustments have been made in vocational and technical programs to meet the needs of the students and the changing requirements of employers?
3. What are the strengths and weaknesses in the existing

programs: agriculture, distributive education, home economics, office occupations, technical and trade and industrial?

4. What is the evaluation of the vocational education graduate of his school experience?
5. What has been the employment experience of the vocational education graduate?
6. Do the extra costs of vocational education produce sufficient extra benefits to justify the continuation of these extra costs?

The data relative to these questions was obtained from four major sources: evaluations of experts after observing programs; census data on the economic and social characteristics of each city; personal interviews with selected graduates on their employment experiences and their evaluation of their training; and the evaluation of the graduates' performance on the job by their supervisors. (18:2-3)

Nelson and Jacoby (20) conducted a followup study of students enrolled in pilot programs of food service and child care as part of the program evaluation. The study was limited to employment of enrollees during a six month period between course completion in June and December 1, and to the assessment of competence by employers. Information was sought from students on employment experiences, job satisfaction and problems encountered. Employers were asked to rate the enrollees on: speed of work, attention to job, use of equipment, adjustment, appearance, cooperation, attitude, acceptance of supervision, management of resources and time, dependability, initiative, pride in job and suitability for job.

Howell (13) conducted a study of 1965 and 1966 Ohio job training graduates to obtain data on labor force participation by enrollees,

contribution of the training to preparation of enrollees for employment and certain non-job competences, and graduates' prepardness for entry into employment. Enrollees were asked to rate the contribution made by the training in preparing them for work in three areas: fitting into the job, performance on the job, and worker adjustment. Non-job competences explored were related to developing an interest in learning, managing resources, assuming home responsibilities, and understanding the world of work. Employers were asked to identify three skills important for entry level employment; rate the employee on 18 aspects of employment related to job knowledge and performance, quality and quantity of work, initiative, interpersonal relations and grooming; and recommend improvements for pre-employment training.

In a study of graduates from Wisconsin secondary vocational programs, Perrone used seven general traits for employer ratings, i.e., communication skills, quality of work, quantity of work, cooperativeness, reaction to advice and constructive criticism, dependability and attendance. The four major categories used were occupational knowledge, manipulative skills, personal and social qualities, and work qualities and habits. (22:45-46)

Evans reported that limited followup data available to the National Advisory Council indicated a high proportion of the graduates were found in jobs even though many chose further training or shifted to other occupations. (8:60)

A followup study can be used to obtain information on the employment experiences of former students, their evaluation of the training received and the evaluation of their employer on the appropriateness of the preparation received. Information obtained about graduates

after leaving school is useful in evaluating program effectiveness and planning program modifications.

CHAPTER IV

PROCEDURE

Information on employment experiences of graduates, contributions of training programs to competence, and the development and testing of instruments and a research design were identified as needs in Home Economics cooperative education program evaluation.

The over-all design of the study included provisions for the development and mailing of questionnaires to graduates of 1968-1969 and 1969-1970 Home Economics cooperative education programs and the employers of currently employed respondents.

Another phase of the study provided for tabulation of raw data to yield information in summary form. Summarized data on graduates were analyzed for competence, adjustment, and certain employment aspects while data from employers were analyzed for competence, adjustment and personal characteristics of graduates.

The final phase of the study consisted of the identification and interpretation of emerging patterns and the preparation of a report of the findings.

Population

Graduate Population

The graduate population for the study was identified by teachers of Home Economics cooperative education programs.

The Personal and Public Service Occupations unit personnel of the

State Board of Vocational and Technical Education provided, upon request, a list of schools having reimbursable Home Economics cooperative programs.

Teachers identified above in these schools were contacted by mail (Appendix C) and asked to provide names and usable addresses for 1968-69 and 1969-70 Home Economics cooperative education graduates. Teachers in 44 schools provided names and addresses for 691 such graduates.

The sample of project participants consists of the 188 graduates who returned the questionnaires. The sample consists of 8 male 1969 and 60 female 1969 graduates as well as 10 male 1970 and 110 female 1970 graduates. Figure 1 (page 45) illustrates the geographic distribution for Illinois Cooperative Home Economics Programs in which the graduates participating in the projects were enrolled during the 1968-69 and 1969-70 school years.

Employer Population

Each currently employed graduate was asked to provide the name and address for the employer or supervisor under whose supervision the graduate currently works. One hundred and ten names and addresses were provided. The employer sample consists of those 75 employers and/or supervisors whose addresses were provided by currently employed graduates, and who returned questionnaires.

Development and Use of the Graduate Questionnaire

The graduate questionnaire (Appendix A) was adapted from the instrument developed by Howell for use in a 1968 study of Ohio Home Economics Job Training Programs to obtain information consistent with objectives established for this study.

To obtain data on employment experiences, graduates were asked

to supply answers or check blanks on:

1. All jobs held and number of months worked in each since graduation; reasons for leaving jobs; job title, duties, desirable and undesirable features; and part-time or full-time status of current jobs.
2. Reasons for never having been employed since graduation for graduates in this category.

To obtain indications of contributions of the training program to employment competence, graduates were asked to circle responses on a rating scale for ten aspects of employment related to employment acquisition, competence in technical skills, and job adjustment.

Graduates were asked to circle sources of encouragement for enrolling in the training program.

Responses to open-end questions were solicited on adjustment problems in initial employment and suggestions for improving the job training received.

To increase the response from graduates a followup postcard was sent to those not responding to the initial mailing within a two-week period after receiving the instrument. This was followed by the mailing of a second copy of the questionnaire to those graduates whose questionnaires had not been received after a three-week interval.

Development and Use of the Employer Questionnaire

The employer questionnaire (Appendix B) was adapted from the instrument developed by Howell for the 1968 Ohio Study to poll employers or supervisors identified by respondents on employment readiness, important entry skills, and program improvement recommendations.

Employers were asked to circle responses on a rating scale to obtain information on employment readiness in twenty aspects of employment related to competence, adjustment, and personal characteristics.

Responses to open-end questions were sought on skills considered important for entry level employment and program recommendations.

To obtain information on the employee's job selection consistent with ability, employers were asked to rate the suitability of the employee for the job held.

To stimulate employer participation a postcard reminder followed the instrument; a second instrument was mailed to employers who had not responded in the three-week interval.

Refinement of the Instruements

Drafts of the instruments were sent to six coordinators of cooperative courses for their reactions and recommendations with regard to the appropriateness of the items in the following areas:

1. Do the items accurately represent the major objectives of the job training as you understand them?
2. Do any items seem insignificant or misleading?
3. Is the meaning of any statement not clear? What changes in terminology would you suggest?

Changes were made to accommodate suggestions.

The graduate instrument was pilot tested by five job training graduates. They were asked to fill in the questionnaire and indicate any areas of difficulty experienced in completing the form. The trial test identified further refinements needed. Indicated revisions were made prior to duplication of the instruments.

Data Collection

A questionnaire with letter requesting participation (Appendix D) and an addressed, stamped, return envelope were sent to each of the 691 graduates identified for the study.

A post card reminder (Appendix E) mailed after two weeks, followed by a second copy of the questionnaire with request for participation (Appendix F) were sent to those graduates not responding at the end of a three-week interval.

Data were collected from 188 graduates who returned the questionnaire.

When employer names and addresses were provided by respondents, a questionnaire with letter requesting participation (Appendix G) and a stamped, addressed, return envelope were mailed, a total of 110 in all.

A post card reminder (Appendix H) was mailed after one week, followed by a second copy of the questionnaire with a request to participate (Appendix I).

Data were collected from those 75 employers who returned the questionnaire.

Data Analysis

Findings are reported in relation to sex, year participants graduated, and cooperative courses taken.

The employment experiences of graduates were examined for:

1. Current employment and all employment since graduation.
2. Employment in training related jobs.
3. Part-time or full-time status of current employment.
4. Length of time spent in and reasons for leaving each job held.

5. Factors associated with never having been employed since graduation and part-time employment.
6. Reasons for employment in jobs not utilizing Home Economics knowledge and skills.

Job satisfaction was assessed in relation to desirable and undesirable job features and ranked by response frequency.

Sources of encouragement in training selection were tabulated and ranked for identification purposes.

Average scores were computed from graduate responses on contributions of training to competence in skills, adjustment and obtaining employment. Weights were assigned as follows: none, one; little, two; some, three; and much, four.

Responses to open-end questions on initial employment adjustment were examined and reported in relation to response frequency.

Employer assessments of each graduate's preparation for entry employment in areas of competence, adjustment and personal characteristics were averaged. Weights assigned were: not at all, one; poorly, two; somewhat, three; and well, four.

Ratings on suitability for the job held were averaged to obtain information on job selection consistent with ability.

Responses on skills considered necessary for entry level employment were counted by frequency.

Difficulties experienced in responding to questionnaire items were assessed to identify problem areas in instrument design. Procedures used were examined for indications of strengths and weaknesses, and recommendations for change recorded.

CHAPTER V

FINDINGS

The findings relative to (1) a description of the study respondents, (2) the employment experiences of graduates, (3) sources of encouragement to enroll in programs, (4) contributions of training to competence in skills, adjustment, and obtaining employment according to graduates, (5) employer assessments of graduates preparation for entry employment in areas of competence, adjustment and personal characteristics, (6) areas of difficult adjustment in initial employment, (7) employment skills considered useful by employers, (8) recommendations for program improvement according to graduates and employers, and (9) the appropriateness of the instruments and study design used are reported in this chapter.

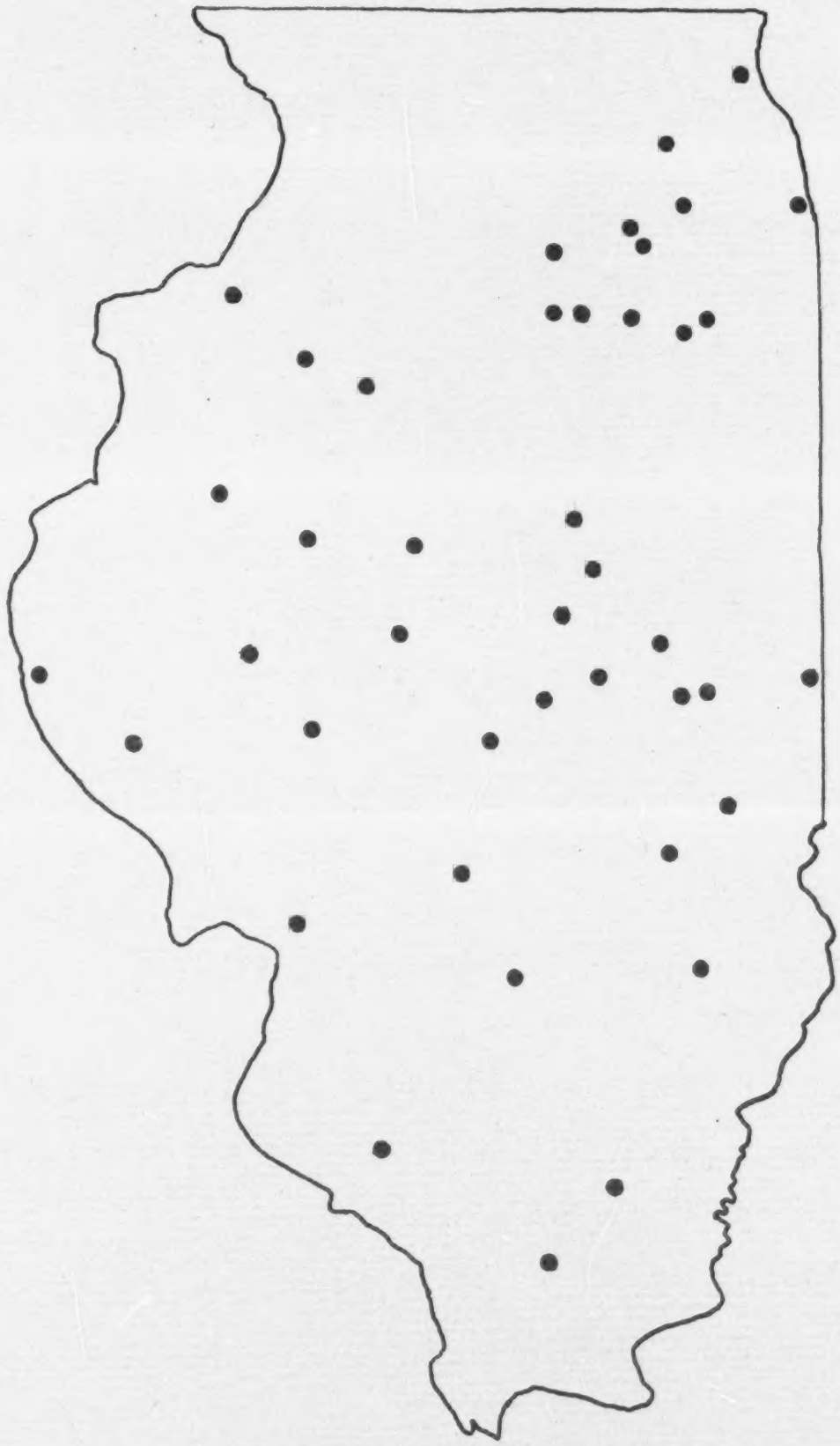
Description of the Study Respondents

Of 691 questionnaires sent to graduates identified by teachers of Home Economics Cooperative education programs distributed throughout the state (Figure 1), 35 or 5 percent were returned by the U.S. Post Office officials. Reasons given for returns were as follows: no such street number; address unknown; unclaimed; no such street; insufficient address; moved, left no address; and moved, not forwardable.

Responses were received from 222, or 34 percent of the 656 graduates having received questionnaires. Of these responses, 24 or

FIGURE 1

DISTRIBUTION OF ILLINOIS TRAINING PROGRAMS
REPRESENTED IN THE SURVEY



11 percent, were from graduates of years other than 1969 or 1970 and were not usable for this study. Another 9 respondents, or 4 percent, indicated they had not been enrollees of a Home Economics cooperative education program.

Of the 222 responses, 188 or 85 percent, were usable. Female 1970 graduates comprised 58 percent (110) of the respondents, female 1969 graduates 31 percent (60), male 1970 graduates 5 percent (10), and male 1969 graduates made up 4 percent (8) of the sample.

The largest number of participants had been enrolled in programs preparing them in food service occupations and in various combinations of occupational Home Economics programs. Child care trainees constituted the third largest group. The remainder of the participants were in programs of employment training such as community health care services, clothing care and construction, and other services (Table 1).

Currently employed graduates provided the names and addresses of 110 employers. The 75 employers providing questionnaire data represent a 68 percent response. An additional 4 questionnaires returned were not usable.

Employment Experiences of Graduates

Of the 188 graduates in the sample, 62 percent were employed at the time of the study. Those respondents having never been employed made up 11 percent of the sample. Twenty-seven percent of the sample had worked in jobs at some time since graduating from high school, although unemployed at the time of the investigation.

A larger percentage of 1970 than 1969 graduates were currently employed (65 and 56 percents, respectively) and at the same time a larger

TABLE 1

GRADUATE RESPONDENTS BY YEAR, SEX, TRAINING

Training	1969 Total	1969 Female	1969 Male	1970 Total	1970 Female	1970 Male
Food Service Only						
1 year	18	13	5	35	26	9
2 years	7	4	3	3	1	2
Combination[a]						
1 year	10	10	0	26	26	0
2 years	6	6	0	21	21	0
Child Care Only						
1 year	12	12	0	14	13	1
2 years	3	3	0	7	7	0
Community Health Care Services						
1 year	6	6	0	10	10	0
2 years	2	2	0	1	1	0
Housekeeper, Homemaker Services Only						
1 year	1	1	0	5	5	0
2 years	0	0	0	0	0	0
Clothing Care and Construction Services						
1 year	3	3	0	5	5	0
2 years	0	0	0	2	2	0
Other Only[b]						
1 year	0	0	0	0	0	0
2 years	1	1	0	1	1	0

[a]Students enrolled in various combinations of the above training areas.

[b]Interior Decorating
Florist Aide

TABLE 2

GRADUATE EMPLOYMENT BY GRADUATION YEAR

	Year Graduated					
	1969		1970		Total Sample	
Employment	No.	Percent of Total	No.	Percent of Total	No.	Percent of Total
Currently Employed	38	56	78	65	116	62
Employed at Some time	24	35	27	23	51	27
Never Employed	6	9	15	13	21	11
Total	68	100	120	100	188	100

percentage of the 1970 graduates (13 percent as opposed to 9 percent) had never been employed (Table 2).

Five of the fourteen 1969 graduates, trained in multiple areas, and 22 of 35 respondents graduating in 1970 were currently employed in training-related jobs. Three of ten 1969 graduates, trained in food services, and 11 of 18 of the 1970 graduates were employed in food service occupations. Three of seven 1969 and 1 of 9, 1970 graduates of child care programs were employed in training related jobs (Table 3).

Data indicate that at the survey time 22 percent of the total participants were not seeking employment and 16 percent of the job

training graduates were unemployed.

Fifty-five percent of the employed multiple area enrollees were in training-related jobs, 50 percent of the food service graduates were in jobs for which they were trained, 25 percent of the child care trainees were in jobs for which they were trained and 24 percent of those trained in all other areas were in Home Economics-Related jobs (Table 3).

TABLE 3

CURRENTLY EMPLOYED GRADUATE TRAINING
BY GRADUATION YEAR AND JOB-RELATEDNESS

	Number of Graduates					
	Trained		Employed in HERO*		Employed in Non-Related Jobs	
Training Area	1969	1970	1969	1970	1969	1970
Multiple Training Areas	14	35	5	22	9	13
Food Service	10	18	3	11	7	7
Child Care Services	7	9	3	1	4	8
Community Health Care Services	3	4	0	2	3	2
Clothing Care and Construction Service	0	6	0	1	0	1
Housekeeping, Homemaker Services	2	2	1	0	1	2
Total	36	74	12	37	24	33

*Home Economics-Related Occupations

Of the 1969 employed participants, 50 percent were employed full-time and 24 percent were employed part-time, while 52 percent of the 1970 graduates were employed full-time and 3 percent were employed part-time.

TABLE 4

GRADUATE EMPLOYMENT BY FULL-TIME
AND PART-TIME STATUS

Graduation Year	Total No. of Graduates	Employed Full-Time		Employed Part-time	
		No.	Percent	No.	Percent
1969	68	34	50	16	24
1970	120	62	52	4	3
Total	188	96	51	20	11

The remaining graduates were currently unemployed or had never been employed (Table 4).

Of the employed 1969 graduates, 7 percent had been employed continually in one job since graduation and 37 percent had been employed in one job for at least one half of the time. Those 1970 graduates who indicated employment in one job account for 20 percent, while 38 percent had been in one job at least 50 percent of the time (Table 5).

According to all graduates never having been employed, 16 respondents were not available for employment, while the other 8 indicated they were not able to get a job or did not have enough training for the type of employment they were seeking (Table 6).

Sixty percent of the graduates in part-time jobs indicated this was all they desired as they were either in school or had family responsibilities. All of the 1969 graduates in part-time employment were there by choice (Table 7).

TABLE 5

LENGTH OF TIME SPENT IN JOBS BY GRADUATION YEAR

Length of time spent in jobs since high school graduation	Number of Jobs 1969 Graduates	1970 Graduates
6 months or less	51	77
7 months through 12 months	36	41
13 months through 18 months	16	22
19 months through 24 months	9	-
over 24 months	5	-

TABLE 6

FACTORS* IDENTIFIED FOR NEVER BEING EMPLOYED

Factors	1969	1970	Total
Married, not seeking employment	4	3	7
In school	1	5	6
Not able to get a job	1	5	6
Husband does not want me to take a job	0	2	2
In military service	0	1	1
Don't have enough training	0	1	1
Other	0	1	1
Total	6	18	24

*Students may have identified more than one factor.

TABLE 7

FACTORS ASSOCIATED WITH PART-TIME EMPLOYMENT

Factors	1969	1970	Total
In school, working part-time	2	5	7
All able to obtain	0	6	6
All desired	2	3	5
Other	0	2	2
Total	4	16	20

Of the 195 reasons given for leaving jobs, low pay was identified 41 times, entering school 31 times, job ended 21 times, and marriage 20 times. Dismissed from the job was only identified four times (Table 8).

Respondents not currently employed in training-related jobs indicated reasons such as, not currently seeking employment; inappropriate training selection or preparation; few jobs available; and inability to earn enough money most often. All other choices accounted for 33 percent of the reasons (Table 9).

Fifty-one percent of the features liked most about the job held by the graduates were related to human relations factors, while only 6 percent of the factors identified as disliked were related to human relationships.

In comparison, 37 percent of the desirable job features were related to employment conditions as were 54 percent of the undesirable job features (Tables 10 and 11).

TABLE 8

REASONS FOR LEAVING JOBS
BY IDENTIFICATION FREQUENCY

Reason	Jobs left by Frequency and Order Held				
	First	Second	Third	Fourth	Total N=195
Pay too low	31	7	3	0	41
Entered school	27	4	0	0	31
Job ended	12	8	1	0	21
Got married	11	6	3	0	20
Disliked the work	12	3	4	1	20
Other	12	1	2	1	16
Disliked the hours	10	4	1	0	15
Moved to another city	6	5	1	0	12
Started a family	7	3	0	0	10
Entered military service	3	2	0	0	5
Dismissed from job	0	3	1	0	4

TABLE 9

GRADUATE REASONS FOR NON-EMPLOYMENT
IN TRAINING RELATED JOBS
BY EMPLOYMENT STATUS

Reasons Indicated	Responding Graduates Employed	Responding Graduates Currently Unemployed
Other--not currently seeking a job, health reasons, only took the training to earn money in school, failed certification test, no opportunity for advancement.	15	10
Few jobs available in this field.	13	9
I couldn't earn enough money.	16	6
I didn't know enough about the kinds of occupations in which I might get a job.	7	7
The training was not a good choice, I didn't know enough about my interests and abilities.	4	4
I didn't know what the job was really like.	4	4
I needed more training and couldn't get it.	2	2
Total	61	42

TABLE 10

FACTORS ASSOCIATED WITH JOB SATISFACTION

Factors		Times Identified	Percent of Total Responses
Related to the job situation		45	37
Performing specific work tasks	14		
Working conditions such as hours, variety, responsibility, challenge	16		
Everything about the job	15		
Related to human relations such as meeting people, serving or caring for people, co-workers, employer		62	51
The pay		7	6
Does not like anything		2	2
No response		6	5
	Total	122	100

TABLE 11

FACTORS ASSOCIATED WITH JOB DISSATISFACTION

Factors		Times Identified	Percent of Total Responses
Related to the job situation		65	54
Performing specific work tasks	25		
Working conditions such as hours, temperature, rush and slow times, monotony, routine	35		
The job itself	5		
Related to human relation skills with employers, co-workers, and the public		7	6
Low wages		5	4
Others, such as commuting long distances and being away from home		3	3
No dislikes		16	13
No responses		24	20
	Total	120	100

Sources of Encouragement to Enroll in Programs

Proportions indicate that the largest category for persons encouraging the respondents to enroll in job training programs were Home Economics teachers who were identified in 22.1 percent of the responses. The second largest category was self, being mentioned 19.6 percent of the time. Guidance counselors were identified by 14.5 percent of the participants as having encouraged enrollment. Other influencers

identified in 12 percent or less of the cases were a student in job training, a friend, parent(s), or guardian, a businessman, other, and another teacher (Table 12).

TABLE 12

ENCOURAGERS BY GRADUATE YEAR AND TIMES IDENTIFIED

	1969		1970		Total Sample	
Encourager	Times Identified	Percent of Total '69 Responses	Times Identified	Percent of Total '70 Responses	Times Identified	Percent of Total Responses
Home Economics Teacher	26	29.5	26	17.7	52	22.1
Self	15	17.0	31	21.1	46	19.6
Guidance Counselor	11	12.5	23	15.6	34	14.5
A Student in Job Training	7	8.0	22	15.0	29	12.3
A Friend	5	5.7	22	15.0	27	11.5
Parent(s) or Guardian	12	13.6	14	9.5	26	11.1
A Businessman	7	8.0	2	1.4	9	3.8
Other	3	3.4	4	2.7	7	3.0
Another Teacher	2	2.3	3	2.0	5	2.1
Total	88	100.0	147	100.0	235	100.0

Contributions of Training According to Graduates

Employed Graduates

Based on a maximum rating of 4.0, employed graduates indicated the training contributed most to competence in getting along with other workers (3.6), using time and energy (3.5), getting along with customer, patient, and other clientel (3.4), and handling new or unpleasant situations (3.4). Training made the least contribution in competence in interviewing for a job (3.0), knowing how to use tools and equipment in the job (3.0), and finding needed information (2.9).

Of those indicating aspects of employment to which the training did not apply, 20 percent checked knowing how to use tools and equipment in the job, 18 percent checked finding needed information, and 17 percent indicated knowing what one does in this kind of job (Table 13).

Unemployed Graduates

Based on a maximum rating of 4.0, currently unemployed graduates indicated the training contributed most to competence in getting along with other workers (3.7), getting along with the customer, patient, and other clientel (3.6), using time and energy (3.4), and handling new or unpleasant situations (3.4). Areas of least contribution were knowing how to use tools and equipment in the job (3.1), finding needed information (3.1), and being able to talk to the boss (3.0).

Aspects of training most often checked as not applying to job competence were knowing how to use tools and equipment in the job, 20 percent; finding needed information, 20 percent; and getting along with other workers, 12 percent (Table 14).

TABLE 13

EMPLOYED GRADUATE RATINGS OF TRAINING CONTRIBUTION

Aspects of Employment	Graduate Response D.N.A.[a] %	N.R.[b] f	f	Average Rating
Getting along with other workers	5	6	110	3.6
Using time and energy	10	8	108	3.5
Getting along with customer, patient	10	7	109	3.4
Handling new or unpleasant situations	4	7	109	3.4
Applying for a job	9	6	110	3.3
Being able to talk to the boss about job problems	7	6	110	3.2
Knowing what one does in this kind of job	17	7	109	3.1
Knowing how to use tools and equipment in the job	20	7	109	3.0
Interviewing for a job	10	5	111	3.0
Finding needed information	18	8	108	2.9

[a]Does not apply

[b]No response

TABLE 14

CURRENTLY UNEMPLOYED GRADUATE RATINGS OF TRAINING CONTRIBUTION

Aspects of Employment	Graduate Response D.N.A.[a] %	N.R.[b] f	f	Average Rating
Getting along with other workers	12	7	44	3.7
Getting along with the customer, patient	8	7	44	3.6
Using time and energy	6	9	42	3.4
Handling new or unpleasant situations	6	8	43	3.4
Applying for a job	8	8	43	3.3
Knowing what one does in this kind of job	10	8	43	3.3
Interviewing for a job	6	8	43	3.2
Knowing how to use tools and equipment in the job	20	7	44	3.1
Finding needed information	20	8	43	3.1
Being able to talk to the boss about job problems	10	7	44	3.0

[a]Does not apply

[b]No response

Employer Assessments of Graduate Readiness for Employment

Employer assessments of graduate readiness for job entry, based on a 4.0 maximum scale, rate employed graduates participating in this study between 3.7 and 3.9 in nine of fifteen aspects of employment. Attendance (3.9), cooperativeness (3.9) and accepting advice and supervision (3.9) received the highest scores. Initiative (3.4) and application of technical knowledge and skill (2.9) were aspects in which it was indicated graduates were least prepared.

Aspects of employment most often identified as not applying to readiness for employment were selection and care of space, materials and equipment, circled by 23 percent of the employers and use of tools and equipment indicated by 21 percent of the raters (Table 15).

In addition, employers were asked to rate graduates as to suitability for the kind of job held. Five choices were provided: not at all, one; poorly, two; acceptable, three; well, four; and exceptionally able, deserves promotion; five. None of the graduates were rated not at all suitable, 4 percent were rated poorly suited, 21 percent were rated acceptable, 62.5 percent were rated well suited, and 12.5 percent were considered exceptionally able, deserving of promotion. The average rating computed was 3.8 and 5.0 was the highest.

Most Difficult Adjustments in Initial Employment

Adjustments to employment conditions, specific work tasks and speed that comes with experience were identified 72 out of 167 times, or 43 percent of the total, as most difficult initially.

Personal adjustment areas relating to interaction with co-workers,

TABLE 15

EMPLOYER RATINGS ON EMPLOYEE READINESS FOR EMPLOYMENT

Aspects of Employment Readiness	Employer Response: Does Not Apply N=75 f	%	Responses N=75 f	Average Rating
Attendance	0	0	75	3.9
Accepting advice and supervision	0	0	75	3.9
Cooperativeness	0	0	75	3.9
Dependability	0	0	75	3.7
Appearance	2	3	74	3.7
Adaptable to new situations	4	5	75	3.7
Serving the public, patient	10	14	73	3.7
Safety orientated	7	9	74	3.7
Ability to meet quality demands	0	0	75	3.7
Ability to meet quantity demands	0	0	75	3.6
Being able to talk to the boss about job problems	1	1	75	3.5
Selection and care of space, materials, and supplies	17	23	75	3.5
Use of tools and equipment	16	21	75	3.5
Initiative	3	4	74	3.4
Application of technical knowledge and skill	9	12	75	2.9

the public, and employers; certain personality traits; and making judgment decisions were identified 58 of 167 times, or accounted for 35 percent of the most difficult adjustments indicated.

Seventeen, or 10 percent, of the responses implied there were no difficult initial job adjustments (Table 16).

TABLE 16

MOST DIFFICULT ADJUSTMENTS IN INITIAL EMPLOYMENT

Areas of Adjustment		Times Identified	Percent of Total Responses
Performance Factors		72	43
Learning the layout, routine, how machines operate, job terminology	51		
Performing specific work tasks	14		
Speed	7		
Personal Factors		58	35
Relationship with patients, customers, co-workers, employers	30		
Patience, courtesy, initiative, self control	17		
Making judgment decisions and managing time	11		
No response		20	12
Nothing difficult		17	10
	Total	167	100

Entry Level Skills Identified by Employers

Skills identified by employers as important for entry level employment in 97 of 160 responses are related to personal factors. Ability to get along with others, and personality traits of initiative, cooperativeness, honesty and concern for others were mentioned most frequently. Performance factors were mentioned in 63 of 160 responses. Technical skills and dependability were indicated first and second, respectively, by response frequency (Table 17).

Graduate Recommendations for Program Improvement

Thirty-two percent of the recommendations for program improvement indicated that no change in the training received was needed. Recommendations on employment experience and related instruction comprised the second largest category. Graduates cited most frequently needed improvements in related instruction (15 of 47 times), more emphasis on technical skills (11 of 47 times), and more time in on-the-job training (9 of 47 times). Only one of 188 graduates indicated the program should be cancelled. All other recommendations were related to learning activities and greater selection of training available (Table 18).

Employer Recommendations for Training

Training for certain personal characteristics was indicated in 54 percent of the employer responses on this item. Emphasis on developing in students positive attitudes toward work, learning, and supervision was repeatedly asserted. Skills in relating to other workers and the public served are second in times identified. Other

TABLE 17

IMPORTANT ENTRY SKILLS IDENTIFIED BY 75 EMPLOYERS

Skill	Times Identified N=212
Personal Factors	128
Ability to get along with others--other workers, customers, patients	43
Personality traits--initiative, cooperativeness, honesty, concern for others	29
Positive attitude toward work	24
Appearance and grooming	19
Judgment--common sense, able to plan and organize	13
Performance Factors	84
Technical competences	37
Dependability	17
Accuracy, quality and thoroughness	16
Attendance and punctuality	9
Work quantity	5

TABLE 18

PROGRAM RECOMMENDATIONS ACCORDING TO GRADUATES

Improvements Indicated		Times Identified	Percent of Total Responses
No changes indicated		56	32
Training		47	27
Related instruction needed	15		
Technical skills	11		
More on-the-job training	9		
Smaller occupational grouping	5		
Higher pay	4		
More contact with public	2		
Do away with the program	1		
Teachers and learning activities		40	23
More realistic activities	18		
Variety of activities	14		
Enforce rules and better coordination	8		
Training Selection		30	17
Greater variety	15		
Guidance	15		
Total		173	100

personal factors desired in employees are related to personality traits, appearance and grooming, and good health.

Performance factors comprised 44 percent of the responses with fundamental concepts and skill preparation receiving emphasis (Table 19).

TABLE 19

EMPLOYER RECOMMENDATIONS FOR TRAINING

Training Areas Indicated		Times Identified	Percent of Total Responses
Personal Factors		63	57
Attitude toward work, learning, accepting supervision	23		
Ability to get along with others--customers, patients, co-workers	17		
Personal traits--initiative, loyalty, kindness, maturity, confidence, sense of humor	13		
Appearance and grooming	7		
Health	3		
Performance Factors		45	41
Fundamental concepts and competences	29		
Dependability	5		
Regular attendance	4		
Adaptability	4		
Supervisory training	3		
Others		2	2
Total		110	100

Appropriateness of the Instruments and Study Design

Women graduates not currently in the labor force for reasons related to marriage and pregnancy experienced difficulty in responding to Part D, question 19 of the Graduate Instrument. The addition of a blank to check for marriage and a blank to check for pregnancy seems to be indicated.

Of 233 schools identified by D.V.T.E. Personal and Public Service Occupations Unit personnel as having possible Home Economics cooperative programs during the study years, teachers in only 44 of the schools provided names and addresses of program graduates. Personnel in 37 percent of the schools contacted failed to respond to the request for graduate names and addresses.

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APPENDIXES

APPENDIX A

Home Economics Job Training Questionnaire

HOME ECONOMICS JOB TRAINING QUESTIONNAIRE

Definition: The term "job training" is used in this questionnaire to include any and all courses you have had to prepare you for getting a job.

A. General Information

1. Name_____
   Last First Maiden

2. Address_____
   Number - Street

   _____
   City State Zip

3. Date graduated from high school_____
   Month Year

4. Sex (check) ____Female ____Male

5. Who talked you into taking the job training course? (Check the blank.)

   ___1. Parent(s) or Guardian
   ___2. Guidance Counselor
   ___3. Home Economics Teacher
   ___4. Another teacher
   ___5. A student in job training
   ___6. A friend
   ___7. A businessman
   ___8. Other_____
   (Write in)

6. List below EACH JOB you have had <u>since graduation</u> and write in the number of months in each job. (Circle the number in the column that indicates the reason for leaving the job.)

Job Title	Number of Months Worked	Got married	Started a family	Dismissed from job	Job ended	Pay to low	Disliked the work	Disliked the hours	Moved to another city	Entered military service	Entered school	Still employed at this job	Other: (Write in)
_____	_____	1	2	3	4	5	6	7	8	9	10	11	12
_____	_____	1	2	3	4	5	6	7	8	9	10	11	12
_____	_____	1	2	3	4	5	6	7	8	9	10	11	12
_____	_____	1	2	3	4	5	6	7	8	9	10	11	12
_____	_____	1	2	3	4	5	6	7	8	9	10	11	12

7. What job training course(s) did you take in the junior and/or senior years?

(check)	Course	(circle) Year	
___1.	Food Service	Jr	Sr
___2.	Child Care	Jr	Sr
___3.	Housekeeping, Homemaker Aide	Jr	Sr
___4.	Health Care Aide	Jr	Sr
___5.	Clothing Care Service	Jr	Sr
___6.	Clothing Construction Service	Jr	Sr
___7.	Other_____ (Write in)	Jr	Sr

Direction:

IF YOU HAVE A JOB NOW, answer the questions in Parts B and D only.

IF YOU DO NOT HAVE A JOB NOW, but have had a job since graduation, answer the questions in Part D only.

IF YOU HAVE NOT HAD A JOB SINCE LEAVING HIGH SCHOOL, answer the questions in Part C only.

B. Present Employment Information

Direction: IF YOU HAVE A JOB NOW, fill in the blanks.

8. Place of Employment _____
(Name of the Business, etc.)

9. Employment Address _____
Number-Street City State Zip

10. Supervisor's Name _____

11. Your Job Title: (Check below. If your job is not listed, write it in.)

Food Service
___1. Waitress or Waiter
___2. Cook's Helper
___3. Short-order Cook
___4. Hostess
___5. Dishwasher
___6. Other_____ (Write in)

Child Care
___7. Child Day Care Center Worker
___8. Baby Sitter
___9. Children's Library Room Asst.
__10. Children's Toys-Books Salesclerk
__11. Other_____ (Write in)

Clothing Service
___12. Dressmaker
___13. Alterationist
___14. Sewing Machine Operator
___15. Laundress
___16. Dry Cleaner and/or Presser
___17. Other_____ (Write in)

My Job Does Not Fit in Any of the Above Areas
___18. _____ (Write in your job title)

HOME ECONOMICS JOB TRAINING QUESTIONNAIRE

12. What are your job duties? ("Job duties" are tasks you are required to do in your job, for example, make beds, order supplies, prepare food and such,)

_____

_____

_____

13. What do you like most about your job? _____

_____

14. What do you like least about your job? _____

_____

15. How do you feel about this job? (Check the one blank that best describes your feeling about the job.)

___1. It's awful.
___2. Not what I'd hoped to have.
___3. It's OK.
___4. I like it.
___5. I like it very much.

16. a. How many hours a week do you work at your job? (Check one blank.)

___1. Less than 35 hours a week.
___2. Over 35 hours a week.

b. If you work less than 35 hours a week check the reason why.

___1. That's all I care to work.
___2. That's all I can get.
___3. I go to school and work part-time.
___4. Other _____ (Specify)

C. Reasons for Never Having a Job

Direction: IF YOU HAVE NOT HAD A JOB SINCE LEAVING HIGH SCHOOL, check the blank in front of the one best answer.

17. I have never had a job since leaving high school because:

___1. I'm married and do not want a job.
___2. My husband does not want me to take a job.
___3. I'm in the military service.
___4. I'm in school.
___5. I have not been able to get a job.
___6. I don't have enough training.
___7. I dislike the work for which I was trained.
___8. I can't earn enough money to make it worth working.
___9. Other _____ (Specify)

D. Value of Job Training

Direction: IF YOU HAVE A JOB NOW OR HAVE HAD A JOB AT ANY TIME since leaving high school:

18. How much help was your training in: (Circle the number of the best answer.)

	None	Little	Some	Much	Does Not Apply
1. Knowing how to use tools and equipment in the job?	1	2	3	4	5
2. Knowing what one does in this kind of job?	1	2	3	4	5
3. Using time and energy?	1	2	3	4	5
4. Finding needed information?	1	2	3	4	5
5. Being able to talk to the boss about job problems?	1	2	3	4	5
6. Getting along with the customer, patient, etc.?	1	2	3	4	5
7. Getting along with other workers?	1	2	3	4	5
8. Handling new or unpleasant situations?	1	2	3	4	5
9. Applying for a job?	1	2	3	4	5
10. Interviewing for a job?	1	2	3	4	5

19. If you are not working in the field for which you were trained in high school, check the blank which best identifies the reason why.

___1. The training was not a good choice, I didn't know enough about my interests and abilities.
___2. I didn't know enough about the kinds of occupations in which I might get a job.
___3. I didn't know what the job was really like.
___4. Few jobs available in this field.
___5. I needed more training and couldn't get it.
___6. I couldn't earn enough money.
___7. Other _____ (Write in)

20. What was the hardest thing you had to learn when you first began working in the job?

_____

21. What suggestions do you have for improving the job training you received in high school?

_____

_____

_____

Please return the completed questionnaire in the stamped, addressed envelope to:

Joyce Felstehausen
410 Euclid Ave.
Hoopeston, Illinois 60942

APPENDIX B

Employer or Supervisor Questionnaire

EMPLOYER OR SUPERVISOR QUESTIONNAIRE

To: The Employer or Supervisor of_____
(Name of the employed graduate)

1. Name_____
(Name of the person completing this form)

2. In what capacity are you related to the employee named above? (Check the blank.)
___1. Employer
___2. Supervisor
___3. Other_____
(Write in)

3. What is the title of the job for which this employee is hired?_____

4. In the following aspects of employment, how well prepared was the employee previously named for the job for which hired? (Circle the number of the best answer.)

		Not at all	Poorly	Some-what	Well	Does not apply
1.	Job know-how, application of technical knowledge and skill.	1	2	3	4	5
2.	Use of tools and equipment.	1	2	3	4	5
3.	Selection and care of space, materials and supplies.	1	2	3	4	5
4.	Quality of work, ability to meet quality demands.	1	2	3	4	5
5.	Quantity of work, output of satisfactory work.	1	2	3	4	5
6.	Cooperativeness, ability to work with others.	1	2	3	4	5
7.	Accepting advice and supervision.	1	2	3	4	5
8.	Dependability, thorough completion of a job without supervision.	1	2	3	4	5
9.	Initiative, doing jobs that need doing.	1	2	3	4	5
10.	Attendance, reporting for work regularly.	1	2	3	4	5
11.	Appearance, presenting a business image.	1	2	3	4	5
12.	Adaptable to new situations.	1	2	3	4	5
13.	Being able to talk to the boss about job related problems.	1	2	3	4	5
14.	Serving the public, patient, etc.	1	2	3	4	5
15.	Safety habits, minimizing chance for accidents.	1	2	3	4	5

1

5. How would you rate the suitability of the employee previously named for the kind of job held? (Check the blank that applies.)

___1. Not at all
___2. Poorly
___3. Acceptable
___4. Well
___5. Exceptionally able, deserves promotion

6. What do you consider to be the 3 most important skills for a person entering the job held by the previously named employee.

1._____
2._____
3._____

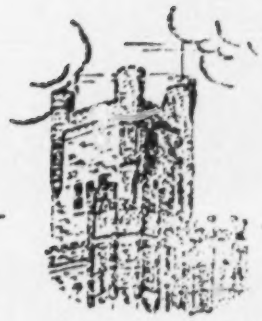
7. On the basis of your observation of this employee's performance on the job, what recommendations would you make to improve the preparation of youth for entering jobs such as the one the employee now holds?

Please return this questionnaire in the enclosed stamped, addressed envelope

To: Joyce Felstehausen
410 Euclid Avenue
Hoopeston, Illinois 60942

APPENDIX C

Letter Requesting Graduate Names and Addresses



EASTERN ILLINOIS UNIVERSITY

School of Home Economics
CHARLESTON, ILLINOIS
61920

Dear Gainful Home Economics Teacher:

To find out about the effectiveness of programs of Gainful Home Economics Cooperative Education, your help is needed in locating graduates of such programs. A study, under the auspices of Eastern Illinois University School of Home Economics and in consultation with the Illinois State Department of Vocational and Technical Education, is being conducted to identify strengths and weaknesses of 1968-69 and 1969-70 reimbursed cooperative programs.

Your school has been identified by the Personal and Public Service Occupations Consultant Unit as having had a reimbursed program(s) in this area in either or both of the study years.

If you had a Gainful Home Economics Cooperative Work Experience or Cooperative Education Program would you be willing to cooperate in this investigation by seeing to it that the names and usable addresses of 1968-69 and 1969-70 graduates of the program are sent to us at your earliest convenience? Please indicate the year the student graduated.

No teacher, school, school system, or graduate will be identified in the results of the study.

A stamped, addressed envelope has been provided for your convenience. If the school did not have a Home Economics Job Training Program of this nature in either 1968-69 or 1969-70, please indicate this by filling in and returning the blank at the bottom of the page. Thank you for your cooperation.

Sincerely,

Joyce L. Felstehausen, M.S. Degree Candidate

Kathleen M. Howell, Ph.D., Associate Professor

_____ did not have a
(Write in Name of School)
Gainful Home Economics Cooperative Program in 1968-69 or 1969-70.

APPENDIX D

Cover Letter for Job Training Questionnaire

EASTERN ILLINOIS UNIVERSITY

School of Home Economics
CHARLESTON, ILLINOIS
61920

Dear High School Graduate:

As a graduate student at Eastern Illinois University, I am concerned about high school Home Economics Job Training programs in Illinois. As a graduate of a high school Home Economics Job Training program, you are able to provide important information about the helpfulness of such programs in preparing you for work. So future students can be better prepared for employment, will you help us find the areas in which present job training programs should be strengthened?

No individual or school will be identified in the results of this study. The answers you give to the questions will be kept in strict confidence. To show how helpful the training was, it is important to know how your employer or supervisor feels the training helped. Giving the name and address of your present employer or supervisor will enable us to contact him for this information.

Your cooperation in completing the questionnaire and returning it in the enclosed addressed, stamped envelope will be most helpful in improving job training for all students. Thank you for your help.

Sincerely,

Joyce L. Felstehausen, M.S. Degree Candidate

Kathleen M. Howell, Ph.D., Associate Professor

APPENDIX E

Followup Postcard Sent to High School Graduates

Followup Postcard Sent to High School Graduates

School of Home Economics
Eastern Illinois University
Charleston, Illinois 61920

Dear High School Graduate:

We are interested in knowing how helpful you feel the high school job training course was in preparing you for work.

The questionnaire sent earlier provided you an opportunity to point out strengths and weaknesses in the job training you received. Your cooperation in completing and returning it as soon as possible will be most helpful in improving and planning new programs for future students. If you have already returned it, thank you.

Joyce Felstehausen
410 Euclid Avenue
Hoopeston, Illinois 60942

APPENDIX F

Third Request Send to High School Graduates Not Responding

EASTERN ILLINOIS UNIVERSITY

School of Home Economics
CHARLESTON, ILLINOIS
61920

Dear High School Graduate:

In case you did not receive our earlier letter, this second copy of the questionnaire is being sent so that you will have the opportunity to let us know how you feel about the job training provided youth in high school.

The former student and his employer know the strengths and weaknesses of the job training programs. Won't you help us to improve the training for future students by completing the questionnaire today and returning it? Thank you.

Sincerely,

Joyce L. Felstehausen

APPENDIX G

Cover Letter for Employer-Supervisor Questionnaire

EASTERN ILLINOIS UNIVERSITY

School of Home Economics
CHARLESTON, ILLINOIS
61920

Dear Employer:

As the employer or supervisor of a graduate of a high school Home Economics Job Training Program, you are able to provide important information on the contribution of such programs to the employability of youth. In order to provide effective training for future students, will you help us identify areas of needed improvement by filling out the enclosed questionnaire?

This study, currently being conducted at Eastern Illinois University, is to determine the effectiveness and identify strengths and weaknesses of present programs. No individual, school or business will be identified in the results of this study. All responses to questions will be kept in strict confidence.

Your cooperation in completing the questionnaire and returning it at your earliest convenience in the enclosed addressed, stamped envelope will be most helpful in improving job training for youth. Thank you for your assistance.

Sincerely yours,

Joyce L. Felstehausen
M.S. Degree Candidate

Kathleen M. Howell, Ph.D.
Associate Professor

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APPENDIX H

Followup Postcard Sent to Employers

Followup Postcard Sent to Employers

School of Home Economics
Eastern Illinois University
Charleston, Illinois 61920

Dear Employer:

As the employer or supervisor of a high school Home Economics Job Training graduate, we are most anxious to know how you feel about the contribution of such training to the employability of youth.

Your cooperation in completing the questionnaire sent you earlier and returning it at your earliest convenience will be most helpful in improving job training for youth. If you have already returned it, thank you.

Joyce Felstehausen
410 Euclid Avenue
Hoopeston, Illinois 60942

APPENDIX I

Third Request Sent to Employers Not Responding

EASTERN ILLINOIS UNIVERSITY

School of Home Economics
CHARLESTON, ILLINOIS
61920

Dear Employer:

In case you did not receive our earlier letter, this second copy of the questionnaire is being sent so that you will have the opportunity to let us know how you feel about the job training provided youth in high school.

The former student and his employer know the strengths and weaknesses of the job training programs. Won't you help us to improve the training for future students by completing the questionnaire today and returning it? Thank you.

Sincerely,

Joyce L. Felstehausen